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ABSTRACT

A survey on the perceptions about the working conditions, roles, and job satisfaction of 686 secondary school teachers working in the north of England are reported and discussed in this paper. This represents one part of a comprehensive project that explores the relationships between work experiences and teacher characteristics. Questionnaires were given to the sample population to explore 2 facet-free and 13 facet-specific measures. The sample represents 20 schools selected to represent school ages, socioeconomic factors, and school sizes. The most powerful predictors of overall job satisfaction were the perceived quality of classroom relationships and the challenges experienced in their work. In addition, this was also related to a short span of teaching experience. One other factor, that of the effect of management policies on teacher morale, seems to have made a difference in the overall level of teacher morale. Appendices include the references and charts representing the data. (LMS)

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SYMPOSIUM PAPER:

Teaching in the UK in the mid-1980s:

Secondary teachers' perceptions of their working conditions, roles, classroom practices and work satisfactions.

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TEACHING IN THE UK IN THE MID-1980s:
SECONDARY TEACHERS' PERCEPTIONS OF THEIR WORKING CONDITIONS, ROLES, CLASSROOM PRACTICES AND WORK SATISFACTIONS.

Pam Poppleton and George Riseborough

University of Sheffield.

ABSTRACT

This paper reports the findings of a survey of the perceptions of 686 secondary school teachers working in the north of England about aspects of their working lives. It was part of a more comprehensive research project funded by the Economic and Social Research Council from 1985 - 87.It poses a number of research questions which explore the relationships between work experiences and work contexts on the one hand and teacher characteristics on the other. Two facet-free and thirteen facet-specific measures were derived from a questionnaire administered to teachers in 20 schools which were selected so that their teachers would proportionately represent all major school age-ranges, socio-economic characteristics and sizes. The 686 respondents comprised approximately 60 per cent of the target sample.

The most powerful predictors of overall job satisfaction among the teachers were the perceived quality of their classroom relationships and the degree of opportunity and challenge experienced in their work. The association of these factors with a relatively short span of teaching experience points to the high morale of beginning teachers which stands in sharp contrast to the withdrawal of motivational investment in teaching found among many mid-career teachers.

Schools' intakes and locations were also found to make a difference to overall levels of job satisfaction though, in addition, differences were found between schools with similar ecologies.indicating the influence of management policies on teacher morale.

Job rewards and work values appeared to exercise independent effects in that job satisfaction was generally more strongly associated with rewards than values while the reverse was true in the case of the other facet-free variable,work centrality/ stress. A sociological perspective is necessary fully to understand the implications for teachers of the changes that have occurred during a period in which conviction has replaced consensus as the dominant ideology in education.

INTRODUCTION

The UK study has three distinctive features which should be noted. Firstly, it had a strong policy orientation with regard to both pre-service and in-service teacher education (Poppleton,1988); secondly, in addition to the survey, data was drawn from semi-structured group interviews with 150 of the teachers in the sample,(Riseborough, 1986, Poppleton et al, 1987) and thirdly, the survey was conducted at a time of considerable trauma in the profession when teachers were in dispute with their employers over pay and conditions of work. Because of the de-contextualised treatment of work satisfaction by studies undertaken from a normative perspective (Herzberg et al, 1959; Lawler, 1973; Smilansky, 1984; Galloway, 1985) we needed, to add a *sociological* dimension to the study that would (a) trace changes in the teacher's work status and market situation in order fully to understand the teachers'perceptions and concepts of profession and (b) locate the study in historical time so that, conducted as it was at a time of considerable upheaval in schools, it would be of more than transitory significance.The interview findings are not reported here in detail except insofar as they confirm and extend the main survey results.

The research questions for the UK study were generated from the schematic model shown in **Figure 1.** They were:

1. to what extent are school and the school-related characteristics of age range, size, catchment and location significantly related to the general and specific dimensions of job satisfaction,and work centrality/stress ?

2. to what extent are the personal and career-relevant attributes of teachers significantly related to the general and specific dimensions of job satisfaction and work centrality/stress ?

3. in what ways do work values and job rewards combine to influence teachers' experiences of job satisfaction and work centrality/stress ?

4. can variations in the job satisfactions of teachers be linked to school or educational practices and policies which affect the quality of teachers' working lives ?

2.METHODOLOGY

2.1 The Sample

The sample was based on 20 schools which were selected so that their teachers would proportionately represent age-ranges 11-16; 11-18 and 13-18 and socio-economic characteristics based on the mix of blue-collar and white-collar occupations in each catchment. School size and location were used in making the final adjustments. The 686 usable returns comprising approximately 60 per cent of the target sample retained proportionality on the sampling criteria and a breakdown is shown in **Figures 2 and 3**. However,there was evidence of a linked seniority-gender bias with women being proportionately somewhat over-represented at every status level other than the lowest. A considerable variation in the response rate between schools (30 to 85 per cent) may indicate inter-school differences in job satisfaction. It means that inter-school comparisons must be treated with caution and should not be based on survey data alone. This is also a *cross-sectional* study and differences related to age or length of experience do not imply trends.

2.2 The Questionnaire.

A group of American colleagues at the University of Michigan shared our interests and, together, we had designed a questionnaire; 'Job Satisfaction In Teaching'adapted from the 'Quality of Employment Survey' (Quinn and Shepard, 1974).It was in the process of being piloted and ultimately consisted of 6 parts which were:

(1) My Teaching Career (7 items) (2) Conditions of My Work (33 items) (3) My Roles and Responsibilities (18 items) (4) The Experience of Work (5 items) (5) My Practice as a Classroom Teacher (16 items) (6) Yourself and Your Experience (13 items). A final space was left for invited open-ended comments.

Parts 2, 3, and 5 represented the specific job facets and allowed for ratings of both the degree of presence and the degree of importance of each facet in order to include both perceived and desired aspects of the work. Since items were phrased for respondents to indicate degree of favourability, these are later referred to as rewards and values. A factor analysis followed by varimax rotation (with mean substitution) was performed on 8 facet-free items in Parts 1 and 4. They yielded two facet-free dimensions of overall job satisfaction and work centrality/stress (JOBSAT and CENSTRESS) scored by summing the scores on component items and averaging, missing values being replaced by the mean. These now became the dependent variables for a series of analyses.

The attitudinal independent variables were constructed in a similar manner from factor analyses of the 'importance' responses to items in Parts 2, 3 and 5.(Kalleberg, 1977). Thirteen factors indicated specific dimensions of job satisfaction in the areas of working conditions, roles and responsibilities and classroom practices. Scales were constructed using the 'Reliability' programme of SPSSx.They were called:
Working conditions: management/morale; teaching support; material rewards; workload support; challenge / opportunity; collegial relationships.
Roles and responsibilities: pastoral role; professional development; training responsibility; curriculum / management role.
Classroom practices: pupil-centred pedagogy; behaviour control; teacher/pupil relationships.

3.THE SURVEY FINDINGS

3.1 Overview.

The general pattern of responses to the facet-free items indicate that work satisfaction is not an undifferentiated affect. Forty six per cent say that they enjoy teaching as an occupation 'a great deal' though less than half of those consider that it measures up to the sort of work they anticipated on entering the profession or that they would be likely to make the same decision again. Only 22 per cent say that they are very satisfied with their present job. On the items measuring work centrality, 76% say that work is very important to them, 59 % that their thoughts are occupied with

work a great deal of the time outside working hours and 64 % wish to know what is happening in school outside their own classrooms. Only one item refers to the amount of stress experienced in the job (without specifying type of stress or situation) and 44 % admit to feeling ' a great deal' with a further 47 % endorsing ' to some extent.'

On the facet-specific items that are particularly relevant to this study, only 15% considered staff morale to be good 'most of the time' and 11% that school policies were carried out in a consistent way. 7 and 4% respectively felt that pay and promotion opportunities were adequate and only 6% that teachers were regarded with respect in the community. As might be expected, only a small proportion were directly involved in student supervision or teacher induction but only 15% considered these things important for their job satisfaction. Regarding classroom practices, a quite high proportion (36%) found it difficult to plan lessons that catered for individual differences though 86% considered it very important for pupil learning and development to do so.

One-way analyses of variance with the Tukey B test were performed to explore the relationships between the facet-free and facet-specific measures with school context characteristics on the one hand and teacher characteristics on the other. These are reported below.

3.2 The Contexts.

The variables representing school related characteristics are those about which information was obtained from the Local Authorities and the schools themselves i.e., age range, school size, catchment and location.

(a) Overall job satisfaction **(Table 1)**

Schools do make a difference to overall job satisfaction. It is significantly higher in schools of between 1,000 and 1,300 pupils which have predominantly 'white collar' catchments and are situated in rural areas. Is is not associated with age range. School type does not make a difference to work centrality/stress (or to stress considered alone). If this is examined in greater detail, however, satisfaction with teaching as

an *occupation* does not differ according to the type of catchment area though satisfaction with the *present post* does. In this case, white collar schools score highest and blue collar lowest.

(b) Specific rewards and values

Catchment and location are associated with 5 out of the 6 dimensions of *working conditions*, all in favour of schools with mixed or white collar catchments in mainly rural areas. The exception is opportunity/challenge which, in the main, represents intrinsic satisfactions. Age range is related to the dimension of management/morale and here, the 13-18 school is superior while good collegial relationships are significantly more likely to be found in the larger schools. Teaching support is superior in the smaller and medium sized schools though it should be remembered that there is an association between size, age range and location, (11-16 schools being generally smallest and located in urban areas).

In the area of roles and responsibilities, high pastoral involvement is particularly characteristic of the small urban school as is involvement in curriculum development and school management. A training responsibility is most frequently found in mixed catchment schools in suburban and rural areas while, in the area of classroom practice, a concern for a pupil-centred pedagogy is equally likely to be found in schools with mainly 'white collar' catchments as it is in social priority schools (though probably for different reasons).

The general picture is one of a possible trade-off between different work satisfactions by teaching in one kind of school rather than another (given the choice) but the power of school catchment and location is the dominant feature.

School types are less strongly differentiated on the 'importance' ratings. Good management for morale and workload support are regarded as significantly more important in industrial area schools while opportunity/challenge is more highly valued in 11-18 schools and in rural areas. Teachers in small (500 - 800) schools rate the pastoral and curriculum/management roles as more important than in the larger ones and

teachers in rural schools are particularly likely to regard professional development activities as being important.

While it is true that schools in the industrial and urban areas had greater problems there were a number of respects in which they did not differ from their counterparts in the leafy suburbs and countryside. The structure of the teaching force in terms of age and experience was closely similar as also was the average length of stay in the school and the number of moves made during the career. A breakdown by qualification, however, showed that the two types of school had tapped into different 'reservoirs' of recruitment, partly related to the recruitment of more special education and vocational subject teachers by the 'blue collar' schools.

As a group, teachers in the four social priority schools were not the most dissatisfied; this position being occupied by teachers in the other 'blue collar' schools. The explanation seems to lie in the enhanced salaries available in educational priority areas, the wider range of special responsibilities and a superior level of teaching support. However, they were not a homogeneous group; the proportion of teachers expressing 'a great deal' of satisfaction with their present posts varying from 3 through 11 and 24 to 39 per cent for each of the four social priority schools. The source of these variations lay in combinations of internal management policies and external support for resource provisioning.

3.3 The Teachers.

The teacher characteristic variables in the analysis are those of sex, age, qualification, length of teaching experience and seniority.

(a) Overall job satisfaction:(Table 2)

The highest levels of overall job satisfaction are shown by women, rather than men, and by those who have taught for less than 5 years. Those who have taught for more than 25 years are close runners up, but there is a steady decline the longer a teacher has remained at the same school. Work centrality/stress increases steadily with age, years of experience, seniority and the frequency with which a teacher has moved school It is

higher for married teachers than for single ones. Thus, staying put leads to decreasing satisfaction but moving on increases the experience of stress.

(b) The specific rewards and values

These show a very clear picture. Men experience more personal and professional opportunities than women in that they are more likely to attend in-service courses and to be more involved in curriculum/management activities and in work associated with training and induction. These activities and responsibilities are also associated with being better qualified academically, having longer service and more senior status. The pastoral role is significantly linked with certificate, rather than degree, qualifications and it is these teachers who, in the classroom, give greater emphasis to a pupil-centred pedagogy and the fostering of good teacher/pupil relationships. This, in turn, is associated most highly with teaching special and vocational education and some craft subjects. Overall, the dominant feature here is the significant association of most aspects of working conditions, roles and responsibilities with the three linked factors of age, experience and senior status.

As far as values are concerned,there are no differences between teachers in the extent to which they value good management, material rewards or good collegial relationships. It is the mid-career teacher, however, who looks for teaching and workload support and the senior teacher who particularly values opportunity and challenge. In the area of roles and responsibilities, women value the pastoral role significantly more while men place more emphasis on curriculum and trainee responsibilities. These are also valued more by the more highly qualified and more senior teachers. In the classroom, it is women and the less qualified teachers who regard a pupil-centred pedagogy and behaviour control as being highly important.

Where differences exist between teachers who hold different levels of qualification, they partly reflect the influence of the subject taught. In general, however, these data do appear to confirm stereotyped views of men and women, the more and less experienced and the junior and senior teachers.

(c) The new teachers.

Teachers with less than 5 years experience do not generally differ from those with up to 15 years experience in their responses to the specific dimensions of the questionnaire. However, not all new teachers are young teachers and when the responses of the younger teachers (under 25) were compared with those of the remainder in this category they emerged as being significantly more likely to see promotion opportunities as adequate, but to rate them as less important (along with job security). In fact, the differences that can legitimately be attributed to age rather than experience are mainly to do with work values The young teachers are still relatively 'unworldly', unaware of status implications and somewhat naive about the demands of classroom teaching. In these respects they are probably no different from any other young entrant into the world of work.

The mature entrant takes a more considered position to entry which often involves the relinquishing of 'material rewards and 'lifestyle' ambitions. If it is accompanied by a realisation that 'this is what I always wanted' then commitment will give meaning to the work. There are some, however, who feel that they have made a mistake, are unable to move back to their former work and are unable to make up the lost career time and benefits. On the other hand, we encountered quite a few who were quite prepared to move in and out of teaching if it did not prove either satisiying or remunerative. Some of the more stultifying aspects of professionalism are premissed on the assumption that commitment is a necessary pre-requisite. These mature entrants (who comprised 75% of the 'new' group), with their capacity to take a long, hard look at themselves and their work, are part of the reason why teaching is changing.

4. The PREDICTON OF JOB SATISFACTION AND WORK CENTRALITY/STRESS.

4.1 The Model

The justification for the two ratings of 'presence' and 'importance' given to each item was that, at any given level of reward, job satisfaction will vary according to the level at which that reward is valued. (Kalleberg, 1977). However, it is generally found (Wall and Payne, 1973) that respondents rarely state that there is less of a condition than there should be. Also,

measures of importance commonly display restriction of range since there is a tendency for a respondent to report that every job facet is of equal importance (Evans, 1969). These trends are observable in our data in the sections on 'working conditions' and, to a lesser degree, in 'Classroom practices' though not in 'roles and responsibilities.'**(Figure 4)**).

A lively debate has been conducted about whether job satisfaction is associated more strongly with the congruency between desired and perceived job attributes than with perceived attributes alone.(Evans, 1969; Wanous and Lawler,1973; O'Brien and Dowling,1980) while others have queried ways of estimating congruence (Wall and Payne,1973; Tziner,1983).The problem was tackled by performing a series of multiple regression analyses in order to establish 13 specific measures,(one for each facet-specific dimension) which combined the effects of rewards and values. An additive model was used after tests had shown an absence of interaction effects. The dependent variable was then regressed on the 13 new variables to indicate the relative importance of each of the specific dimensions to overall job satisfaction and work centrality/stress.

Results of the regression analyses show that, while job satisfaction and work centrality/stress are, to some extent, opposite sides of the coin, high values of each are to be found in the classroom. This finding is also reflected in the interviews where, when teachers gave examples of the 'best' and 'worst' times they had experienced in teaching, at least 90 per cent of examples were drawn from the classroom in each case. Just as job satisfaction is not the ultimate 'good' neither is work centrality/stress always bad, since both are associated with the full utilisation of teaching skills.

The specific satisfaction measures were now entered with the personal and demographic variables into a prediction equation. A series of exploratory regressions suggested that some variables more than others were likely to make independent and significant contributions to job satisfaction and 27 variables (out of 46) were ultimately grouped into five blocks according to a theoretical rationale regarding the development of attitudes to work. each being based on relevant questionnaire items.

These were:

BLOCK 1. The concept of self;

BLOCK 2. Investment in work; interaction between the self and work.

BLOCK 3. The career; the interaction between self, work investment and career building.

BLOCK 4. The work context; self, investment in work and career all operate within a particular 'teacher's world'.

BLOCK 5.The perceived job reward dimensions; the perceived rewards (controlled for values) which were established by regressing the dependent variable onto the rewards and values within each dimension separately.

The order in which the blocks were entered was established after testing a number of different orders and noting the value of R-squared change at each step. The final regression shows that the proportion of variance extracted by each successive block rose steadily until 41.6 per cent of the total variance was accounted for. The smallest contribution (1.3%) was made by the context block, but it should be remembered that the range of variation in school characteristics is necessarily smaller than among individuals and they also represent the objective, rather than the perceived, environment. The subjective variables of perceived job rewards make the largest contribution, adding 22.4 % to the variance extracted over and above the 17.8 % contributed by those entered previously.

Results of the stepwise regression reported in **Table.3** show that overall job satisfaction is higher (a) the lower the level of stress, (b) the shorter the length of teaching experience (c) the greater the importance of success to the individual.and (d) for women than for men. As far as job facets are concerned, major effects are due to the intrinsic rewards of opportunity/challenge and good teacher/pupil relationships as noted earlier. Shortfalls in these areas may be compensated, however, if teachers are in schools where management secures harmonious working and good teaching support. If all of these things are deficient, then the material rewards of pay and promotion become critical.and discontents are 'monetised'.

In the prediction of work centrality/stress,**(Table 4)**the greater part of the variation in the dependent variable is due to job perceptions (23.5%) while only 7.5% is contributed by other blocks. **Table 9** displays the significant predictor variables for each stepwise regression. The workaholics of the profession are the more senior teachers who employ individualised learning techniques which require a high level of workload support and good collegial relationships. They will probably be involved in some form of in-service course or other professional development activity. These, together with their role responsibilities, will generate a fair amount of stress.

4.2 Rewards and Values

In examining the relative contributions of rewards and values to the two dependent variables some account must be taken of a possible response contamination due to questionnaire design. It can be argued that the maximum impact of such an effect can be seen in Table 5 (Col.1) in the section on working conditions so that the higher correlations in Parts 2 and 3 may be attributed to real effects whereby roles and responsibilities may be achieved and classroom practices selected according to the individual's values. The coefficients in Cols. 2 and 3 indicate that job satisfaction is generally more strongly associated with rewards than values while the reverse is true for work centrality/stress (with the exception of Part 2). When the effect of the correlations between rewards and values is removed the net effect of values on job satisfaction is negligible, as is also the net effect of rewards on work centrality/stress. Over all dimensions, values add only 4 per cent to the 29 per cent of variance extracted by rewards in the prediction of job satisfaction but, in the prediction of work centrality/stress, the variance is made up of 18 per cent due to values and 12 per cent to rewards.

We can say, therefore, that job satisfaction in teaching is *reward-driven*, while work centrality/stress is *value-driven*. For a profession which is supposedly values-dominated it comes as some surprise that values play so little part in the prediction of job satisfaction except in connection with its intrinsic aspects where rewards and values appear to be mutually reinforcing. From this flow a number of implications:

(1) at a theoretical level, life experiences prior to entry into the world of work may give rise to variations in work values but, once in a teaching post, variations in commitment are due far more to work experiences which affect the valuation of potential rewards;.
(2) at a methodological level it would be adequate to base estimates of job satisfaction on rewards (or perceived job attributes alone);
(3) at a practical level, it is a paradox that those job attributes that best predict job satisfaction in teaching are those which are generally the most resistant to direct intervention. There is little evidence that teacher education has yet found the key to unlocking the mysteries of good teacher/pupil relationships in the classroom. The degree of opportunity and challenge provided by the job are dependent, to some extent, on social and economic policies. However, many questions about the quality of school management are raised when high stress levels arise from heavy workloads, poor support or inadequate communication between colleagues.

6. A PROFESSION IN TRANSITION: FROM CONSENSUS TO CONVICTION.

The questionnaire-based study. cannot, by itself, throw any light on how individuals come to 'own' these various job characteristics or how they negotiate their way between them and try to balance one aspect against another.

A question of great concern to all who think of themselves as professionals at the present time has to do with how rewards are distributed and attached to positions in return for contractual obligations.In Britain, this issue has been thrown into sharp focus in the second half of the twentieth century, by the impact of of proposed changes in educational policies and the reactions of teachers to them. Using the interview data from this study, Riseborough (1987) has located the work situation of teachers (in the UK) in a transition period that stretches from the 1960s and the 'old' political consensus about education to the 'new' conviction politics of the 1980s; a period which had its fulcrum around 1976 and the 'Great Debate'. in education. **(Figure 5)** He shows how work experience is, in large part, a function of the economic and structural factors that have determined the

distribution of rewards to teachers and the effects on individual careers of changing from consensual to contractual policies of education.

The low motivational investment in work expressed by many teachers combined with feelings of deprofessionalisation, fatalism and instrumentalism. gives rise to the concept of the *'spoiled career'* This also helps us fully to understand how the present crises in education have come to influence the teacher's conception of profession and how the restricted professionality of classroom survival contributes to a restricted view of teacher education that contrasts sharply with the extended professionality sought by institutions engaged in teacher education.

In contrast to the experiences of the mid-career teachers,we have already seen something of the new teachers' resilience and the interview data reinforces this picture and describes it in more detail.No doubt subcultures have always formed around the age/experience axis, but their clear articulation at this point in time and a tendency for each to withdraw from interaction with the other creates potentially difficult circumstances for the greater involvement of schools and teachers in the processes of initial education. These are just two of the themes that can be demonstrated by the survey material but which need the deeper probing of the interviews to be more fully understood.

7.CONCLUSIONS

1. The most powerful predictors of overall job satisfaction among the teachers in this survey were the quality of classroom relationships and the degree of opportunity and challenge experienced. Their association with a relatively short span of teaching experience suggests that the provision of extended professionalising opportunities, during the early years of teaching, would do much to ensure long-term teacher commitment and satisfaction.

2. Opportunities and challenges of an in-school and in-service nature desperately need to be provided for experienced teachers but, for these to

be meaningful and effective, they must not ignore the realities of being a classroom teacher.

3. Achieving job satisfaction is a matter of trading-off different aspects of working conditions, roles and responsibilities. Although schools' intakes and locations make a difference to overall levels of satisfaction, individual schools with identical ecologies, also make a difference. This suggests that in-school managerial mediations of wider, out-of school factors are crucial for the management of classroom teachers' work. In-service courses for senior school management teams need to take far greater cognisance of the dialectic relationships between 'staff' and 'line'.

4. Rewards and values appear to exercise independent effects in that job satisfaction is generally more strongly associated with rewards than values while the reverse is true in the case of work centrality/stress. The degree of importance placed on different aspects of work play little part in the prediction of job satisfaction except in relation to its intrinsic qualities. The prediction of work centrality/stress is more strongly a function of values than rewards.

5. A sociological perspective is necessary in order fully to understand the withdrawal of motivational investment on the part of mid-career teachers over a period of 25 years from a position of consensus about education to one of conviction.

ACKNOWLEDGMENTS

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FIGURE 1

A SCHEMATIC REPRESENTATION OF VARIABLES FOR THE INVESTIGATION OF JOB SATISFACTION IN TEACHING

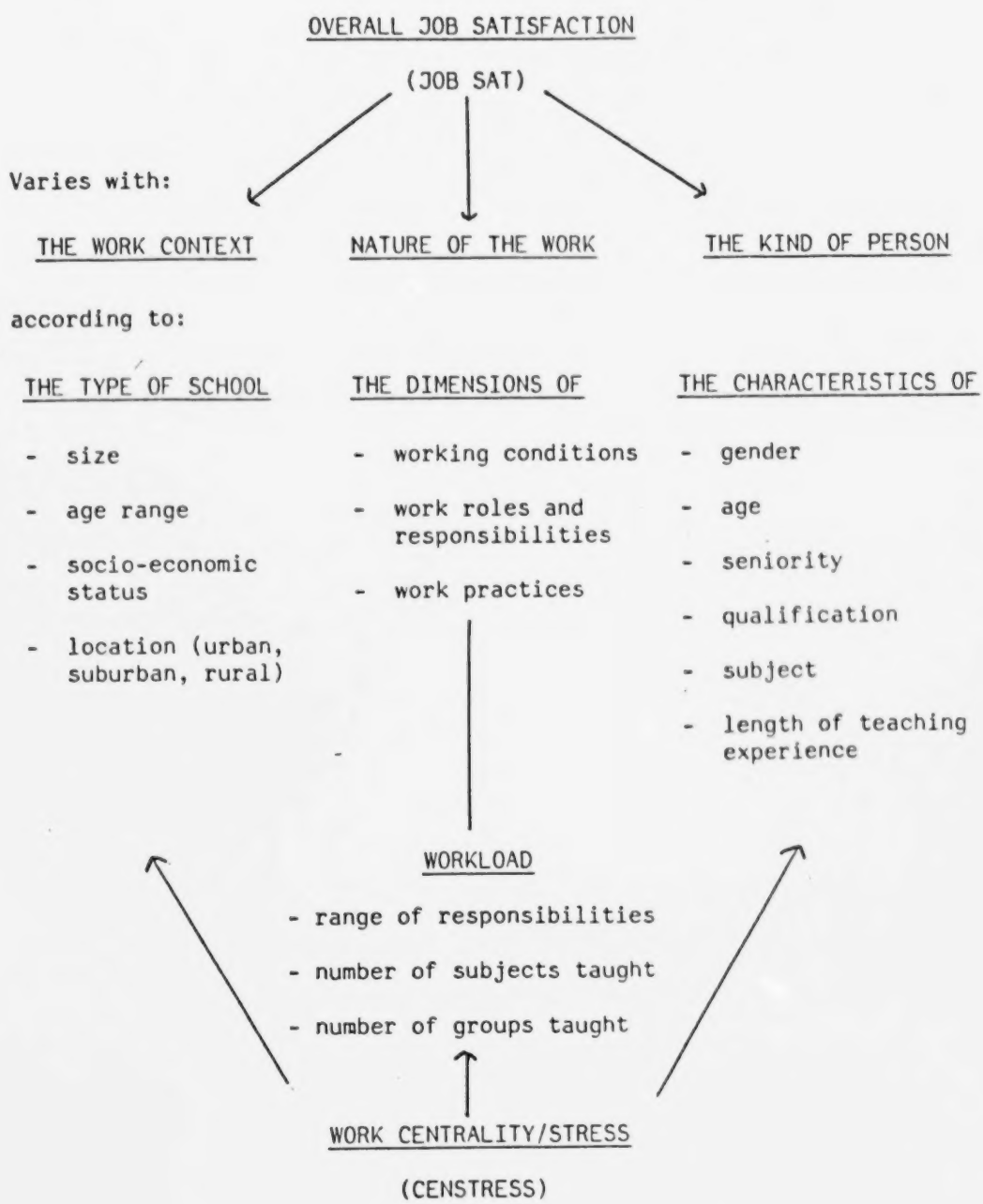


FIGURE 2

THE TEACHER SATISFACTION SURVEY

Characteristics of the sample
by school characteristics with
numbers and percentages of teachers

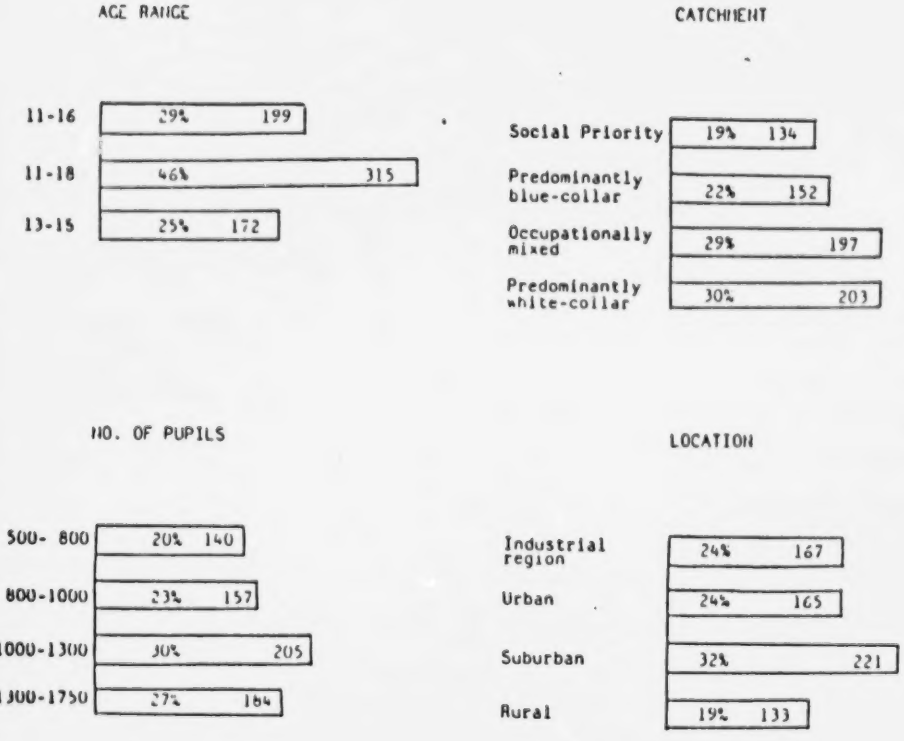


FIGURE 3

THE TEACHER SATISFACTION SURVEY

Characteristics of the sample
by teacher characteristics with
numbers and percentages of teachers

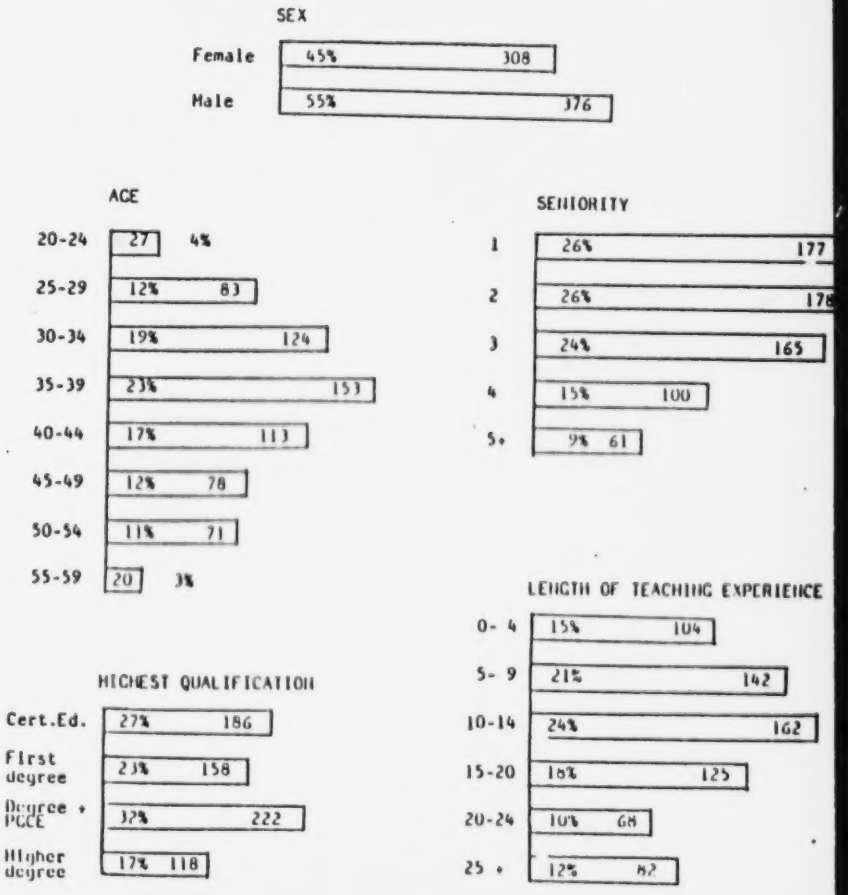


FIGURE 4 FACET-SPECIFIC REWARDS AND VALUES

MEAN VALUES

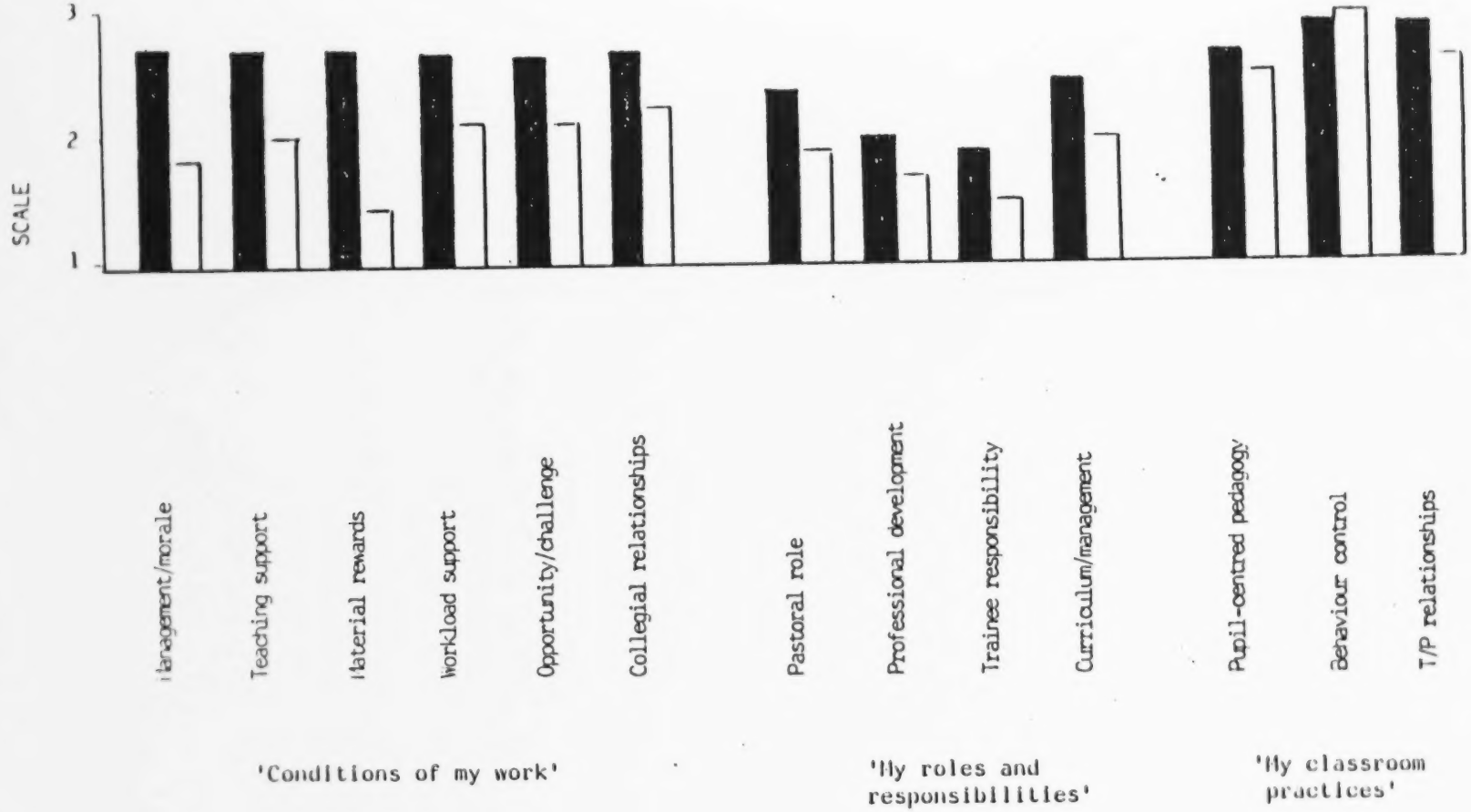
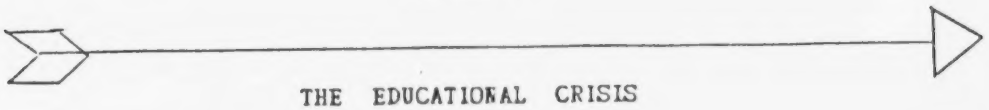


FIGURE 5



THE EDUCATIONAL CRISIS

THE OLD CONSENSUS 1960s	CRISIS 'The Moment' 1976 'The Great Debate'	THE NEW CONVICTION 1980s
'Social Democracy'		'The New Right'
Emphasis on Access		Emphasis on Content
Expansion/Resources		Contraction/Cuts
Education is a 'neutral' and a 'good' thing		Education has been 'biased' and 'betrayed the nation'
'Equality of Opportunity'		'Freedom of Choice'
Comprehensivization		CTCs, Assisted Places, Return to Direct Grant?
Teacher Autonomy		Teacher Accountability
'Professionalism'		'Teacher Bashing'
'Trust the teachers'		'Teaching too important to be left to teachers'
'The Secret Garden of the Curriculum'		'The Public Allotment of the Curriculum'
Curricular Variety		'Back to Basics'
'The Needs of the Child'		'The Needs of Industry and Commerce' (The Rise of the MSC and the New Vocationalism)
'Progressivism'		'Standards'

TABLE 1

Relationships between overall job satisfaction (JOBSAT), work centrality/stress (CENSTRESS) and school related variables

ONE-WAY ANALYSES OF VARIANCE STATISTICS

School variable	JOBSAT (M = 2.95, S.D. = 0.66)			
	F	df	p	Comment
Age range	1.04	2/683	.36	N.S.
Size	3.61	3/682	.01	highest for 1,000-1,300 pupils
Catchment	4.98	3/682	.002	'white collar' areas highest
Location	4.10	3/682	.007	suburban and rural highest

	CENSTRESS (M = 3.55, S.D. = 0.40)			
	F	df	p	Comment
Age range	1.25	2/683	.29	N.S.
Size	1.31	3/682	.27	N.S.
Catchment	1.18	3/682	.32	N.S.
Location	0.87	3/682	.45	N.S.

TABLE 2

Relationships between Personal/demographic variables, Overall job satisfaction (JOBSAT) and Work centrality/stress (CENSTRESS)

VARIABLE	ONE-WAY ANALYSIS OF VARIANCE STATISTICS						
	JOBSAT			COMMENT	CENSTRESS		COMMENT
	df	F	P		F	P	
GENDER	1/681	15.69***	.000	Women sig. higher.	0.16	.89	NS
AGE (GROUP)	7/660	1.06	.39	NS	2.27*	.03	Increase with age.
MARITAL STATUS	1/658	0.30	.58	NS	13.48***	.000	Marrieds higher than single.
QUALIFICATION LEVEL	3/679	1.32	.27	NS	2.28	.07	NS
YEARS FT TEACHING	5/677	2.12	.06	NS	2.85*	.015	Groups 1, 5 & 6 highest.
YEARS AT PRESENT SCHOOL	4/677	6.32***	.000	Decrease with length.	1.05	.38	NS
NO. OF SCHOOL MOVES	4/676	1.11	.35	NS	3.17*	.013	Increase with number of moves.
SCALE	4/675	3.34**	.01	Scales 1 & 5+ highest.	11.68***	.000	Increase with status.
SUBJECT	13/655	1.16	.31	NS	1.19	.28	NS
IF TRAINED TO TEACH SUBJECT	1/676	0.99	.32	NS	0.18	.89	NS
NO. OF TEACHING GROUPS/CYCLE	22/643	0.99	.47	NS	0.99	.47	NS
NO. OF FT JOBS BEFORE ENTRY	3/673	0.23	.87	NS	0.92	.43	NS
NO. JOB APPLICATIONS IN ED.	8/674	1.84	.14	NS	0.26	.85	NS
NO. JOB APPLICATIONS OUTSIDE ED.	3/675	18.67***	.000	Decrease with no.	0.26	.85	NS
UNION MEMBERSHIP	6/672	2.11*	.05	Small unions highest.	3.02**	.006	Small unions highest.

TABLE 3

The simultaneous regression of JOBSAT on 12 non-attitudinal variables before and after the entry of specific rewards (controlled for values). Stepwise coefficients in brackets.

Variable	Regression coefficients Beta before	Beta after
Age	-.01	-.056
Sex	-.147***	-.137*** (-.131)
Importance of success	.140***	.078* (.089)
Importance of information	.060	-.002
Work preoccupation	.057	.046
Degree of stress	-.283***	-.166*** (-.167)
Level of qualification	-.075*	.005
Length of teaching experience	-.216***	-.132* (-.165)
Seniority (scale)	.282***	.027
School size	.000	.013
School age range	.019	.023
School location	.107***	.039
Management/morale		.086* (.143)
Teaching support		.114** (.139)
Material rewards		.103** (.118)
Workload support		.055
Opportunity/challenge		.144*** (.160)
Collegial relationships		.081*
Pastoral role		.096* (.085)
Professional development		-.037
Trainee responsibility		.015
Curr./management role		.072 (.088)
Pupil-centred pedagogy		-.010
Behaviour control		.043
Teacher/pupil relationships		.146*** (.145)

* $p < .05$
** $p < .01$
*** $p < .001$

TABLE 4

The simultaneous regression of CEHSTRESS on 11 non-attitudinal variables before and after the entry of specific rewards (controlled for values). Stepwise coefficients in brackets.

Variable	Beta before	Beta after
Age	.092	.083
Sex	-.085*	-.038
Job match to expectation	-.057	-.035
Satisfaction with present job	.002	-.033
Decide same again	-.017	-.042
Level of qualification	-.022	.007
Length of teaching experience	-.122	-.012
Seniority (scale)	.314***	.145** (.171)
School size	.044	.064
School age range	.044	.014
School location	-.045	-.011
Management/morale		
Teaching support		
Material rewards		
Workload support		.193*** (.192)
Opportunity/challenge		
Collegial relationships		.110** (.124)
Pastoral role		.095* (.108)
Professional development		.116* (.095)
Trainee responsibility		
Curr./management role		.103* (.095)
Pupil-centred pedagogy		.113* (.178)
Behaviour control		
Teacher/pupil relationships		.093*

Table 5

Correlation coefficients of work values and rewards in each dimension with each other and with overall job satisfaction (N = 656)

Dimension		(1) r(value/reward)	(2) r(JOBSAT)	(3) r(CENSTRESS)
'Conditions of my work'				
Management/morale				
	Value	.062	-.001	.265***
	Reward		.403***	.005
Teaching support				
	Value	-.019	.006	.141***
	Reward		.391***	-.062
Material rewards				
	Value	-.234***	-.112**	.130***
	Reward		.325***	.014
Workload support				
	Value	-.093**	-.093**	.069*
	Reward		.244***	-.270***
Opportunity/challenge				
	Value	.225***	.146***	.256***
	Reward		.395***	.074*
Collegial relationships				
	Value	.250***	.097**	.269***
	Reward		.352***	-.039
'My roles and responsibilities'				
Pastoral role				
	Value	.607***	.214***	.209***
	Reward		.298***	.329***
Professional development				
	Value	.469***	.034	.207***
	Reward		.074*	.306***
Training responsibility				
	Value	.445***	.026	.134***
	Reward		.114**	.220***
Curriculum/management role				
	Value	.509***	.115***	.178***
	Reward		.232***	.321***
'My classroom practices'				
Pupil-centred pedagogy				
	Value	.367***	.096**	.356***
	Reward		.209***	.126***
Behaviour control				
	Value	.331***	.086*	.214***
	Reward		.144**	.066*
Teacher/pupil relationships				
	Value	.521***	.249***	.277***
	Reward		.271***	.110**

* p < .05

** p < .01

*** p < .001